ENGLISH AS A SECOND LANGUAGE   **0511/13**

Paper 1   Reading and Writing (Core)   **May/June 2017**

MARK SCHEME

Maximum Mark:70

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **9** printed pages.

IGCSE English as a Second Language Core tier Reading/Writing (Paper 1)
This component forms part of the Core tier assessment of IGCSE English as a Second Language and tests the following Assessment Objectives:

AO1: Reading
R1   understand and respond to information presented in a variety of forms
R2   select and organise material relevant to specific purposes
R3   recognise, understand and distinguish between facts, ideas and opinions
R4   understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

AO2: Writing
W1 communicate clearly, accurately and appropriately
W2 convey information and express opinions effectively
W3 employ and control a variety of grammatical structures
W4 demonstrate knowledge and understanding of a range of appropriate vocabulary
W5 observe conventions of paragraphing, punctuation and spelling
W6 employ appropriate register/style

Overview of exercises on Paper 1

		Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
Exercise 1	Reading (1)	R1, R2	7		---	**7**
Exercise 2	Reading (2)	R1, R2, R4	11		---	**11**
Exercise 3	Information transfer	R1, R2	10	W1, W5	4	**14**
Exercise 4	Note – making	R1, R2, R3	7		---	**7**
Exercise 5	Summary		---	W1, W2, W3, W4, W5	5	**5**
Exercise 6	Writing (1)		---	W1, W2, W3, W4, W5, W6	13	**13**
Exercise 7	Writing (2)		---	W1, W2, W3, W4, W5, W6	13	**13**
						70

Question	Answer	Marks
1(a)	researching his family history	**1**
1(b)	Ireland	**1**
1(c)	birthdays AND wedding anniversaries **BOTH REQUIRED FOR ONE MARK**	**1**
1(d)	bring back your memories / (enables to) select stories (to focus on) **ONE MARK FOR EACH DETAIL**	**2**
1(e)	at home	**1**
1(f)	(ask the writer) to add more stories / request more stories	**1**
	Total:	**7**

Question	Answer	Marks
2(a)	he married a Venezuelan	**1**
2(b)	support local businesses	**1**
2(c)	Spain	**1**
2(d)	the river / the Catatumbo River	**1**
2(e)	petroleum industry hasn't damaged the southern end of the lake / oil industry petroleum hasn't damaged the southern end of the lake/ petroleum industry hasn't damaged the environment / oil industry hasn't damaged the environment petroleum industry hasn't damaged it / oil industry hasn't damaged it	**1**
2(f)	how unexplored some areas are	**1**
2(g)	they spend little time inside the hut / they don't sleep for long	**1**
2(h)	(lightning is) part of everyday life/ (storms are) part of everyday life	**1**
2(i)	warm winds meet cold air / methane (gas) rises **ONE MARK FOR EACH CORRECT DETAIL**	**2**
2(j)	worried	**1**
	Total:	**11**

Question	Answer	Marks
3	**Section A: Personal details**	1
	Full name: **Rashida Hassan**	
	MALE / FEMALE **DELETE** MALE	1
	Age: **15**	1
	Address: **3 Naylor House Edgbaston Birmingham**	1
	Name of emergency contact: **Ali (Hassan)**	1
	Relationship to you: **father/dad**	1
	Emergency contact number: **07580398603**	1
	Section B: Course details	1
	Which course are you interested in: **beginners**	
	Details of any gymnastics skills: **handstands and backflips/I attended lessons**	1
	How did you hear about the club? **circle** advertisement	
	Total for Sections A and B:	**10**
	Section C In the space below, write **one** sentence explaining why you think you would enjoy the gymnastics course, and **one** sentence saying what you hope to achieve. *Sample sentence 1:* Doing gymnastics exercises to music would be fun. *Sample sentence 2:* I want to get my confidence back. I want to improve my fitness.	**4**
	Total for Sections A–C:	**14**

Marking Criteria

2 marks: no fewer than 12 and no more than 20 words; proper sentence construction; correct spelling, punctuation and grammar; relevant to context.

1 mark: no fewer than 12 and no more than 20 words; proper sentence construction; 1–3 errors of punctuation / spelling / grammar that do not obscure meaning; relevant to context.

0 marks: more than 3 errors of punctuation / spelling / grammar; and/or irrelevant to context, and/or not a proper sentence; and/or fewer than 12 words or more than 20 words.
Absence of a full stop at the end should be considered as 1 punctuation error.
Absence of an upper case letter at the beginning should be considered as 1 punctuation error.
Omission of a word in the sentence should be considered as 1 grammar error.

Question	Answer	Marks
4	**How Megavalanche is different from other downhill mountain bike races** 1. noise level 2. start(s) on a glacier / start(s) on ice 3. not about racing against the clock / it's about getting to the finish line before anyone else 4. longest (<u>mountain</u>-bike race in the world)	**Max 2**
	Different surfaces Megavalanche competitors have to ride over 5. ice 6. (fresh) snow 7. (an area of) loose rocks 8. stony paths 9. grassy paths	**Max 3**
	Reasons mountain-bikers give for taking part 10. sense of danger 11. compete against the best (mountain-bikers in the world) 12. atmosphere	**Max 2**
	Total:	**7**

Question	Answer	Marks
5	**0 marks**: no understanding of the task / no relevant content / meaning completely obscure due to serious language inaccuracies **1 mark**: copying without discrimination from text / multiple language inaccuracies **2 marks**: heavy reliance on language from the text with no attempt to organise and sequence points cohesively / limited language expression making meaning at times unclear **3 marks**: some reliance on language from the text, but with an attempt to organise and sequence points cohesively / language satisfactory, but with some inaccuracies **4 marks**: good attempt to use own words and to organise and sequence points cohesively / generally good control of language **5 marks**: good, concise summary style / very good attempt to use own words and to organise and sequence points cohesively	
	Language	**5**

Question	Answer	Marks
6	Email	**13**

Question	Answer	Marks
7	Extended writing	**13**

The following general instructions, and table of marking criteria, apply to both exercises.

1   Award the answer a mark for **content (C)** [out of 7] and a mark for **language (L)** [out of 6] in accordance with the General Criteria table that follows.

2   **Content** covers *relevance* (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how   enjoyable it is to read).

3   **Language** covers *style* (i.e. complexity of vocabulary and sentence structure) and *accuracy* (of grammar, spelling, punctuation and use of paragraphs).

4   When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.

5   When deciding on a mark for **content**, look at both *relevance* and *development of ideas*. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in the 4–5 mark band.

6   When deciding on a mark for **language**, look at both the *style* and the *accuracy* of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in the 4–5 mark band.

7   The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.

8   If the essay is considerably **shorter than the stated word length**, fewer than 70 words, it should be put in mark band 2–3 for content or lower for not fulfilling the task. The language mark is likely to be affected and is unlikely to be more than one band higher than the content mark.

9   If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.

10   If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for language is available.

GENERAL CRITERIA FOR MARKING EXERCISES 6 AND 7 (Core Tier)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
6–7	**Effective**: ***Relevance***: Fulfils the task, with appropriate register and a good sense of purpose and audience. *Award 7 marks*. Fulfils the task, with appropriate register and some sense of purpose and audience. *Award 6 marks*. ***Development of ideas***: Ideas are developed at appropriate length. Engages reader's interest.	6	**Competent**: ***Style***: Sentences show some style and ambitious language. However, there may be some awkwardness making reading less enjoyable. *Award 6 marks*. ***Accuracy***: Generally accurate with frustrating errors. Appropriate use of paragraphing. *Award 6 marks*.
4–5	**Largely relevant**: ***Relevance***: Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. *Award 5 marks*. Does not quite fulfil the task although there are some positive qualities. There may be digressions. *Award 4 marks*. ***Development of ideas***: Material is satisfactorily developed at appropriate length.	4–5	**Satisfactory**: ***Style***: Mainly simple structures and vocabulary but sometimes attempting a wider range of language. *Award 5 marks*. Mainly simple structures and vocabulary. *Award 4 marks*. ***Accuracy***: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. *Award 5 marks*. Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. *Award 4 marks*.

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
2–3	**Partly relevant**: *Relevance*: Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 3 marks*. Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and / or audience. *Award 2 marks*. *Development of ideas*: Supplies some detail but the effect is incomplete and repetitive.	2–3	**Errors intrude**: *Style*: Simple structures and vocabulary. *Accuracy*: Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. *Award 3 marks*. Meaning is often in doubt. Frequent, distracting errors which slow down reading. *Award 2 marks*.
0–1	**Little relevance**: Very limited engagement with task, but this is mostly hidden by density of error. *Award 1 mark*. No engagement with the task or any engagement with task is completely hidden by density of error. *Award 0 marks*. If essay is completely irrelevant, no mark can be given for language.	0–1	**Hard to understand**: Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. *Award 1 mark*. Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. *Award 0 marks*.